

NURSING ASSISTANT CURRICULUM FRAMEWORK



This document was prepared by:

Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

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INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
 - Workplace Readiness Skills Assessment
 - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
NURSING ASSISTANT**

PROGRAM TITLE:	NURSING ASSISTANT
STATE SKILL STANDARDS:	HEALTH SCIENCE I & II NURSING ASSISTANT
STANDARDS REFERENCE CODE:	NURSE
CAREER CLUSTER:	HEALTH SCIENCE
CAREER PATHWAY:	THERAPEUTIC SERVICES
PROGRAM LENGTH:	3 LEVELS (L1, L2, L3C)
PROGRAM ASSESSMENT	NURSING ASSISTANT WORKPLACE READINESS SKILLS
CTSO:	HOSA
GRADE LEVEL:	9-12
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	CERTIFIED NURSING ASSISTANT, CPR, FIRST AID, ICS

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Nursing Assistant industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Nursing Assistant
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)
 - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

NURSING ASSISTANT Core Course Sequence	
COURSE NAME	LEVEL
Health Science I	L1
Health Science II or Medical Terminology	L2
Nursing Assistant	L3C
Nursing Assistant LAB*	L3L

*Complementary Courses

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”.

(e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C)

(Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (NAC 389.672)

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	Health Science I
ABBR. NAME:	HEALTH SCIENCE I
CREDITS:	1
LEVEL:	L1
CIP CODE:	51.0000
PREREQUISITE:	None
CTSO:	HOSA
COURSE DESCRIPTION <p>This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE

Performance Standard 1.1 : Demonstrate Knowledge of Human Anatomy and Physiology

Performance Indicators : 1.1.1-1.1.4

Performance Standard 1.2 : Relate Principles of Anatomy and Physiology to Diagnosis and Treatment

Performance Indicators : 1.2.1-1.2.5

Performance Standard 1.3 : Apply Mathematics in Healthcare Practice

Performance Indicators : 1.3.1-1.3.7

CONTENT STANDARD 2.0 : EXAMINE HEALTHCARE SYSTEMS

Performance Standard 2.1 : Evaluate Healthcare Delivery Systems (i.e., Private, Public, Non-Profit, Government)

Performance Indicators : 2.1.1-2.1.7

CONTENT STANDARD 3.0 : UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM

Performance Standard 3.1 : Perform Duties According to Regulations, Policies, Laws, and Legislated Rights of Clients

Performance Indicators : 3.1.1-3.1.14

Performance Standard 3.2 : Evaluate the Role of Ethical Issues Impacting Healthcare

Performance Indicators : 3.2.1-3.2.3

Performance Standard 3.3 : Demonstrate Professional and Ethical Standards Impacting Healthcare

Performance Indicators : 3.3.1-3.3.7

CONTENT STANDARD 4.0 : DEMONSTRATE METHODS OF COMMUNICATION IN THE HEALTHCARE SETTING

Performance Standard 4.1 : Utilize Appropriate Verbal and Nonverbal Communication Skills

Performance Indicators : 4.1.1-4.1.11

Performance Standard 4.2 : Utilize Written and Electronic Communication

Performance Indicators : 4.2.1-4.2.5

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CONTENT STANDARD 5.0 : DEMONSTRATE PROFESSIONAL STANDARDS IN THE HEALTHCARE SETTING

Performance Standard 5.1 : Demonstrate Workplace Readiness Skills

Performance Indicators : 5.1.1-5.1.3

Performance Standard 5.2 : Demonstrate Career Development Skills

Performance Indicators : 5.2.1-5.2.3

CONTENT STANDARD 6.0 : INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE

Performance Standard 6.1 : Describe and Apply Behaviors for Prevention of Diseases and Promotion of Health and Wellness

Performance Indicators : 6.1.1-6.1.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Students enrolled in this sequence have the option of Health Science II or Medical Terminology for the L2 class that is the prerequisite for Nursing Assistant.

OPTION A

COURSE TITLE:	Health Science II
ABBR. NAME:	HEALTH SCIENCE II
CREDITS:	1
LEVEL:	L2
CIP CODE:	51.0000
PREREQUISITE:	Health Science I
CTSO:	HOSA
COURSE DESCRIPTION <p>This course is a continuation of Health Science I. This course provides advanced health science students with instruction in advanced techniques and processes. Areas of study include medical ethics, hazardous materials, and safety in the workplace, epidemiology, and green practices in healthcare. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this program, students will be prepared for entry into a medical program at the college level.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 7.0 : UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM

Performance Standard 7.1 : Describe Characteristics of an Effective Healthcare Team

Performance Indicators : 7.1.1-7.1.3

Performance Standard 7.2 : Understand Methods for Building Positive Team Relationships

Performance Indicators : 7.2.1-7.2.6

CONTENT STANDARD 8.0 : UNDERSTAND SAFETY PRACTICES

Performance Standard 8.1 : Identify Procedures Mandated by Local, State, and Federal Guidelines

Performance Indicators : 8.1.1-8.1.5

Performance Standard 8.2 : Explain Principles of Infection Control

Performance Indicators : 8.2.1-8.2.6

Performance Standard 8.3 : Understand Appropriate Safety Techniques

Performance Indicators : 8.3.1-8.3.5

Performance Standard 8.4 : Understand Emergency Management and Preparedness

Performance Indicators : 8.4.1-8.4.16

CONTENT STANDARD 9.0 : APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS

Performance Standard 9.1 : Demonstrate Healthcare Skills and Knowledge

Performance Indicators : 9.1.1-9.1.3

Performance Standard 9.2 : Utilize Appropriate Assessment Tools to Evaluate Individual Situations

Performance Indicators : 9.2.1-9.2.7

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CONTENT STANDARD 10.0: IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT

Performance Standard 10.1 : Interpret Records and Files Common to Healthcare

Performance Indicators : 10.1.1-10.1.5

Performance Standard 10.2 : Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information

Performance Indicators : 10.2.1-10.2.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Students enrolled in this sequence have the option of Health Science II or Medical Terminology for the L2 class that is the prerequisite for Nursing Assistant.

OPTION B

COURSE TITLE:	Medical Terminology
ABBR. NAME:	MEDICAL TERM
CREDITS:	1
LEVEL:	L2
CIP CODE:	51.0899
PREREQUISITE:	Health Science I
CTSO:	HOSA
COURSE DESCRIPTION <p>This course is designed to introduce students to the vocabulary, knowledge, and skills required for entry into health-related occupations. Students receive instruction in the vocabulary of human anatomy and physiology, basic health care skills, first aid, cardiopulmonary resuscitation (CPR), and healthcare practices. Students' medical, ethical, and legal responsibilities pertaining to future careers in the health field will be integrated into the course. Students will also be introduced to health-related occupational skills required in the world of work.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 7.0 : UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM

Performance Standard 7.1 : Describe Characteristics of an Effective Healthcare Team

Performance Indicators : 7.1.1-7.1.3

Performance Standard 7.2 : Understand Methods for Building Positive Team Relationships

Performance Indicators : 7.2.1-7.2.6

CONTENT STANDARD 8.0 : UNDERSTAND SAFETY PRACTICES

Performance Standard 8.1 : Identify Procedures Mandated by Local, State, and Federal Guidelines

Performance Indicators : 8.1.1-8.1.5

Performance Standard 8.2 : Explain Principles of Infection Control

Performance Indicators : 8.2.1-8.2.6

Performance Standard 8.3 : Understand Appropriate Safety Techniques

Performance Indicators : 8.3.1-8.3.5

Performance Standard 8.4 : Understand Emergency Management and Preparedness

Performance Indicators : 8.4.1-8.4.16

CONTENT STANDARD 9.0 : APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS

Performance Standard 9.1 : Demonstrate Healthcare Skills and Knowledge

Performance Indicators : 9.1.1-9.1.3

Performance Standard 9.2 : Utilize Appropriate Assessment Tools to Evaluate Individual Situations

Performance Indicators : 9.2.1-9.2.7

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CONTENT STANDARD 10.0: IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT

Performance Standard 10.1 : Interpret Records and Files Common to Healthcare

Performance Indicators : 10.1.1-10.1.5

Performance Standard 10.2 : Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information

Performance Indicators : 10.2.1-10.2.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Nursing Assistant
ABBR. NAME:	NURSING ASST
CREDITS:	1
LEVEL:	L3C
CIP CODE:	51.3902
PREREQUISITE:	Health Science II or Medical Terminology
CTSO:	HOSA
COURSE DESCRIPTION <p>This course is designed to provide students with the knowledge and skills required for entry into the healthcare field. Students completing this program, including the clinical practicum, are eligible to apply independently for the Nevada State Board of Nursing Certifying Exam for Nursing Assistants. Due to certification requirements, a student must complete the program in its entirety. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : UNDERSTAND THE ROLE AND RESPONSIBILITY OF A NURSING ASSISTANT

Performance Standard 1.1 : Understand Scope of Practice

Performance Indicators : 1.1.1-1.1.4

Performance Standard 1.2 : Describe Ethics and Law

Performance Indicators : 1.2.1-1.2.5

Performance Standard 1.3 : Identify Residents' Rights

Performance Indicators : 1.3.1-1.3.5

Performance Standard 1.4 : Understand How Role Fits Into Overall Healthcare Environment

Performance Indicators : 1.4.1-1.4.3

CONTENT STANDARD 2.0 : DESCRIBE COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

Performance Standard 2.1 : Describe Communication and Interpersonal Relationships

Performance Indicators : 2.1.1-2.1.6

Performance Standard 2.2 : Use Proper Documentation Processes

Performance Indicators : 2.2.1-2.2.4

CONTENT STANDARD 3.0 : EXPLAIN AND DEMONSTRATE INDIRECT CARE PRACTICES

Performance Standard 3.1 : Promote Residents' Dignity

Performance Indicators : 3.1.1-3.1.2

Performance Standard 3.2 : Promote Residents' Rights

Performance Indicators : 3.2.1

Performance Standard 3.3 : Promote Residents' Safety

Performance Indicators : 3.3.1-3.3.4

CONTENT STANDARD 4.0 : UNDERSTAND INFECTION PREVENTION CONCEPTS

Performance Standard 4.1 : Explain Infection Prevention Processes

Performance Indicators : 4.1.1-4.1.7

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CONTENT STANDARD 5.0 : UNDERSTAND HUMAN ANATOMY AND PHYSIOLOGY

Performance Standard 5.1 : Understand Structure and Function of Body Systems

Performance Indicators : 5.1.1-5.1.3

Performance Standard 5.2 : Differentiate Between Growth and Development

Performance Indicators : 5.2.1-5.2.2

Performance Standard 5.3 : Define Medical Terminology

Performance Indicators : 5.3.1-5.3.3

CONTENT STANDARD 6.0 : DEMONSTRATE PERSONAL CARE PROCEDURES

Performance Standard 6.1 : Recognize and Implement Hygiene and Grooming Principles

Performance Indicators : 6.1.1-6.1.6

Performance Standard 6.2 : Demonstrate Personal Care Procedures

Performance Indicators : 6.2.1-6.2.2

Performance Standard 6.3 : Demonstrate Safety in Performing Personal Hygiene Skills

Performance Indicators : 6.3.1-6.3.3

CONTENT STANDARD 7.0 : EXPLAIN AND DISCUSS PHYSIOLOGICAL MEASUREMENTS

Performance Standard 7.1 : Understand Vital Signs

Performance Indicators : 7.1.1-7.1.5

Performance Standard 7.2 : Demonstrate Measurements

Performance Indicators : 7.2.1-7.2.6

Performance Standard 7.3 : Demonstrate Safety and Accuracy in Physiological Measurements

Performance Indicators : 7.3.1-7.3.3

CONTENT STANDARD 8.0 : DIFFERENTIATE BETWEEN NUTRITIONAL REQUIREMENTS AND TECHNIQUES

Performance Standard 8.1 : Identify General Nutritional Concepts

Performance Indicators : 8.1.1-8.1.6

Performance Standard 8.2 : Demonstrate Skills

Performance Indicators : 8.2.1-8.2.7

Performance Standard 8.3 : Use Proper Food Handling and Safety Standards

Performance Indicators : 8.3.1-8.3.3

CONTENT STANDARD 9.0 : UNDERSTAND PROCEDURES AND PROCESSES RELATED TO ELIMINATION

Performance Standard 9.1 : Identify Normal and Abnormal Urinary and Bowel Elimination

Performance Indicators : 9.1.1-9.1.4

Performance Standard 9.2 : Demonstrate Skills in Assisting with Elimination

Performance Indicators : 9.2.1-9.2.5

Performance Standard 9.3 : Promote Safety in Elimination

Performance Indicators : 9.3.1-9.3.4

CONTENT STANDARD 10.0: UNDERSTAND THE IMPACT OF PROVIDING A QUALITY PATIENT ENVIRONMENT

Performance Standard 10.1 : Understand Basic Human Needs

Performance Indicators : 10.1.1-10.1.4

Performance Standard 10.2 : Identify Physical and Environmental Needs

Performance Indicators : 10.2.1-10.2.2

CONTENT STANDARD 11.0: UNDERSTAND THE PRINCIPLES RELATED TO PATIENT MOBILITY

Performance Standard 11.1 : Describe the Principles of Positioning and Transferring

Performance Indicators : 11.1.1-11.1.5

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Performance Standard 11.2 : Demonstrate Skills Related to Resident Mobility

Performance Indicators : 11.2.1-11.2.2

Performance Standard 11.3 : Demonstrate Safety as Related to Resident Mobility

Performance Indicators : 11.3.1-11.3.2

CONTENT STANDARD 12.0: DESCRIBE ADMISSION, TRANSFER, AND DISCHARGE PROCEDURES

Performance Standard 12.1 : Describe the Components of Admission, Transfer, and Discharge Procedures

Performance Indicators : 12.1.1-12.1.2

Performance Standard 12.2 : Demonstrate Skills of Admission, Transfer, and Discharge

Performance Indicators : 12.2.1-12.2.3

Performance Standard 12.3 : Demonstrate Safety in Admission, Transfer, and Discharge

Performance Indicators : 12.3.1-12.3.3

CONTENT STANDARD 13.0: UNDERSTAND THE CARE OF RESIDENTS WITH SPECIAL NEEDS

Performance Standard 13.1 : Discuss Common Diseases and Disorders

Performance Indicators : 13.1.1-13.1.2

Performance Standard 13.2 : Demonstrate the Skills in Caring for Residents with Common Diseases and Disorders

Performance Indicators : 13.2.1-13.2.4

Performance Standard 13.3 : Describe Safety in Caring for a Resident with Special Needs

Performance Indicators : 13.3.1-13.3.2

Performance Standard 13.4 : Understand Rehabilitation and Restorative Care

Performance Indicators : 13.4.1-13.4.4

Performance Standard 13.5 : Describe the Death and Dying Process

Performance Indicators : 13.5.1-13.5.3

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Nursing Assistant Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The courses allow additional time to be utilized in developing the processes, concepts, and principles as described in the classroom instruction.

COURSE TITLE:	Human Diseases
ABBR. NAME:	HUMAN DISEASES
CREDITS:	1
LEVEL:	L1
CIP CODE:	51.0999
PREREQUISITE:	None
CTSO:	HOSA
COURSE DESCRIPTION <p>This course is designed to expose students to information about human diseases, injuries, and conditions of each body system. Students will utilize previously-learned information regarding normal structure and function and assessment to develop an understanding of disease, injury, and condition processes. Case studies will be used to stimulate problem-solving and critical-thinking skills. Additionally, students will study medical asepsis and disease control and wellness and disease prevention.</p>	

COURSE TITLE:	Medical Anatomy
ABBR. NAME:	MEDICAL ANATOMY
CREDITS:	1
LEVEL:	L1
CIP CODE:	26.0403
PREREQUISITE:	None
CTSO:	HOSA
COURSE DESCRIPTION <p>This course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems that include laboratory experiences, demonstrations, and dissections. Problem solving and case study analysis are an integral part of this course. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

COMPLEMENTARY COURSE(S):
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Programs that utilize the complementary courses can include the following courses. The lab courses allow additional time to be utilized in developing the processes, concepts, and principles as described in the classroom instruction. The standards and performance indicators for each lab course are shown in the corresponding course listed in the previous section.

COURSE TITLE:	Nursing Assistant LAB
ABBR. NAME:	NURSING ASST L
CREDITS:	1
LEVEL:	L3L
CIP CODE:	51.3902
PREREQUISITE:	Concurrent enrollment in Nursing Assistant
CTSO:	HOSA
COURSE DESCRIPTION <p>This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	